



Wentworth CofE (Controlled) Junior and Infant School

Inspection Report

Better
education
and care

Unique Reference Number 106929
Local Authority Rotherham
Inspection number 287652
Inspection dates 10–11 January 2007
Reporting inspector Joyce Taylor

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Churchfield Lane
School category	Voluntary controlled		Wentworth, Rotherham
Age range of pupils	5–11		South Yorkshire S62 7TX
Gender of pupils	Mixed	Telephone number	01226 350246
Number on roll (school)	115	Fax number	01226 361718
Appropriate authority	The governing body	Chair	Miss J Collier
		Headteacher	Mrs Maggie Duroe
Date of previous school inspection	10 July 2001		

Age group	Inspection dates	Inspection number
5–11	10–11 January 2007	287652

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very popular small school takes a large proportion of its pupils from outside the local area. The pupils come from areas of average social and economic advantage. The majority of pupils are of White British heritage. A small proportion are from ethnic minority backgrounds. The proportion of pupils eligible for free school meals is much lower than average. An average proportion of pupils have learning difficulties and/or disabilities and more than average have statements of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Wentworth Church of England Controlled Junior and Infant School provides an outstanding level of education for its pupils and parents are rightly pleased with the opportunities their children receive. Pupils say they are happy in school and that they thoroughly enjoy their lessons and the wide range of additional activities the school provides. Care, guidance and support of the pupils are outstanding. The school is extremely calm and the pupils' behaviour is exemplary. As a result, they settle happily to their work and try hard. The pupils' personal development is excellent. Older pupils take responsibility very seriously and appreciate the significance of their roles. They provide zealous support for younger pupils in the dining room, at playtimes and around school. The pupils are proud of the school's Healthy School Award and their understanding of healthy lifestyles is exceptionally good. They say that learning about healthy eating has permanently changed their diet for the better. They talk knowledgeably and confidently about the need for regular exercise and link this to their Activemark Gold Award.

Children start in the Reception class with levels of attainment that are typical for their age, although on arrival in the school, most children's skills in early writing and mathematical calculating are lower than in other areas of learning. Effective teaching in the Reception class ensures the children make good progress and begins to lift standards in the weaker aspects of literacy and numeracy. By the end of Reception, many children, whilst still broadly average, are pushing towards above average levels and higher ability learners are tackling work based on the curriculum for pupils in Year 1.

Pupils make good progress in Key Stage 1. Current standards in reading, writing and mathematics are above average and are higher than in previous years. In Year 6, standards are well above average in English and science, and whilst progress in these subjects is good overall, almost half of the pupils have made outstanding progress during their time in school and especially during the last two years. Standards in these subjects have risen from an average level as a result of new and extremely effective teaching and learning approaches across the school. Although the initiative started last year, improvements were not clearly reflected in the school's results in the national tests. However, as improvements have become established, pupils in all year groups have made faster progress than usually expected and this is reflected in the higher standards they now reach.

Standards in mathematics throughout Key Stage 2 are lower than in the other subjects. The school is now implementing effective strategies designed to raise standards in mathematics and pupils are already making good gains but, as yet, standards remain at the top of a broadly average level. Overall, pupils' achievement is good, and for some pupils, across all ability ranges, achievement is outstanding. Those with learning difficulties and/or disabilities make outstanding progress because their work is closely matched to their needs.

The quality of teaching and learning is good overall, with excellent teaching in literacy, art and design, science and in supporting the pupils' personal development. Enthusiastic, lively teaching, involves pupils in their own learning very well. The tasks teachers prepare for pupils are very interesting. Teachers' use of the links between subjects is excellent and ensures pupils find tasks stimulating and challenging. Assessments of pupils' work contribute strongly to their successful achievement as any slowing in progress is spotted and action is taken to tackle the problem.

The curriculum is outstanding. A wide range of visits, for example, to a barge, the theatre and around the village, provide excellent opportunities for learning and widen pupils' knowledge of the world through exciting activities. They readily identify, for example, writing, history, art and physical education as being the most fun. This level of enjoyment contributes to their above average standards.

The headteacher and senior staff provide outstanding leadership. They have implemented extremely effective plans for school improvement. Their successful influence is evident in the exemplary aspects of the pupils' personal development, the exciting curriculum and the meticulous care taken of the pupils. The monitoring of pupils' achievement is rigorous. Developments to raise standards are successfully managed through an extremely effective whole-school approach to improvements. Strong teamwork is a significant factor in the school's outstanding capacity for further improvement. The school gives excellent value for money.

What the school should do to improve further

- Ensure standards in mathematics rise to match the improvements in English and science.

Achievement and standards

Grade: 2

In 2005, as a result of new learning strategies, pupils began pushing past their targets and by the time they took their tests in 2006, almost all Year 6 pupils, including those with learning difficulties and/or disabilities reached the average level in English and science. At the same time, an increased proportion reached the higher level in mathematics. The new approaches have continued to raise standards with high proportions of pupils now working at above average levels in English and science and progress is improving in mathematics. Targets are very challenging. The most able pupils make outstanding progress and reach very high standards in those subjects that reflect their talents. Standards in art and design, design and technology, and history are well above average. Pupils with learning difficulties and/or disabilities are supported so effectively the school has taken pupils off statements of special educational need. Teachers ensure those pupils with less complex learning difficulties reach average levels of attainment in several subjects.

Personal development and well-being

Grade: 1

The school provides a wealth of opportunities for pupils to extend their social and decision making skills and grow in confidence. Spiritual, moral, social and cultural development is excellent and ensures pupils have a very strong understanding of how to cope with the stresses and strains of life and how to respect others. When discussing racism, one said, 'that's when you laugh at someone because their skin is a different colour, that's a horrid thing to do'. Pupils are extremely polite and behave well. Their attendance is good and they take a pride in their school. They take responsibility for charitable fund raising and use their own insights in selecting charities to benefit from their efforts. For example, after meeting volunteers from a particular society during a residential visit, they realised they could support the organisation financially and raised contributions.

Quality of provision

Teaching and learning

Grade: 2

Lessons are tremendous fun. Reception children, for example, learn rapidly by using everyday situations and the more able pupils are challenged to grasp higher levels of learning. Across the school, sharply focused teaching of writing ensures pupils know exactly how to improve their work. Pupils often work in pairs or small groups so their ideas are constantly discussed and improved. Using this approach, outstanding teaching enabled pupils in Years 1 and 2, to use complex imagery when writing descriptions linked to their recent visit. Older pupils help each other as teachers encourage them to become adept at using multiplication tables. Pupils still cannot recall number facts quickly enough and, as a result, they hesitate and fall back on their good calculating skills, in order to solve problems. The teaching in mathematics is good, but there is still ground to be made up before pupils achieve the same high standards they reach in several other subjects. Pupils with complex learning difficulties and/or disabilities are taught extremely well both in class and when working with support assistants.

Curriculum and other activities

Grade: 1

The range of learning opportunities is outstanding and better than the school realises. In Years 5 and 6, pupils were observed grappling with complicated issues through poetry and deepening their understanding of the text by enacting tableaux showing different scenes from the poem. Art and design tasks, linked to a project sponsored by the National Gallery, have provided an excellent focus and reflect the school's skill in achieving the Artsmark Gold Award. Taking ideas from an seventeenth century picture of three children, pupils have designed period clothes, buttons, musical instruments and furniture and gain understanding of history and art and design. A wealth of visits, visitors and after school clubs broadens the curriculum, and

opportunities to learn French, music and dance from specialists widens pupils' experiences and makes learning exciting.

Care, guidance and support

Grade: 1

The extremely high level of care, guidance and support pupils receive significantly promotes their personal development and achievement. Excellent relationships ensure the pupils know they are listened to and that help is always at hand if they need it. One pupil confided, 'my best thing in this school is my teacher'. The school very successfully helps pupils feel valued, raises their self- esteem and confidence and prepares them very well to take their place in the wider world. Pupils' different needs are quickly identified by staff and the support offered to those with learning difficulties and/or disabilities is exceptional. Personal and academic guidance is excellent and helps pupils become extremely focused on their work. Health and safety are given a high priority.

Leadership and management

Grade: 1

The headteacher's leadership provides first-rate direction for the school. She works closely with senior teachers and all staff to form a strong and extremely effective team. Initiatives to improve standards in core subjects have proved most successful and the strategies are now being applied to promote further improvement in mathematics. The school's self-evaluation strategies are thorough and provide a clear picture of how well the school is doing and what needs to be improved. The pace of development is rapid and outcomes are of high quality. The cramped accommodation, for example, has been extended and enhanced with new administrative areas and attractively carved seating in the playground. Governance is excellent. Governors have detailed knowledge of the school and the local community and provide much challenge and support to help the school move forward.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when I visited your school earlier this month. I very much enjoyed watching you work and talking with you in your classes and around school. Yours is an outstanding school and you have a brilliant headteacher and very enthusiastic, talented staff. You work very hard and learn well. Many of you reach high standards by the time you leave the school but your standards in mathematics are not always as high as in the other subjects. You enjoy your lessons and the work you have done for the National Gallery project was of a particularly high standard. I noticed how well you behave and how polite you are. Your parents say they are pleased you come to this school because it helps you do well.

I have asked your headteacher and staff to carry on their outstanding work and I have identified where the school could improve.

Ensure that you remember mathematics information more thoroughly. Learn your tables and number bonds and make sure you can give answers very quickly. This will help you do better in all areas of mathematics.

You are enthusiastic about your school and I hope you carry on enjoying lessons and making Wentworth School a good and happy place for learning.